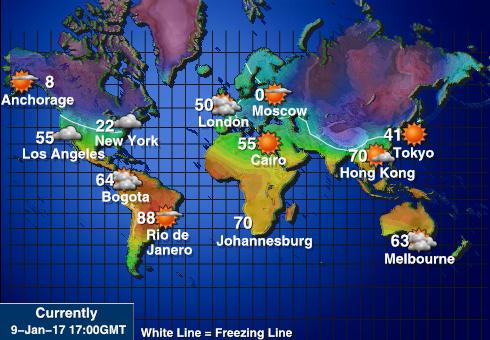
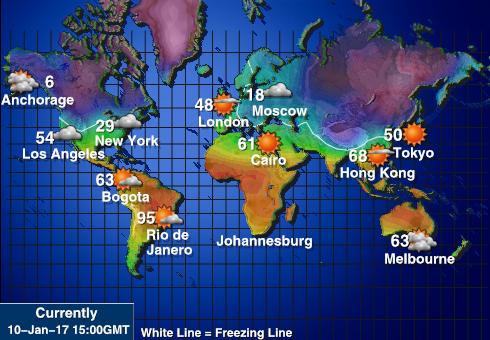
**Prior Knowledge: Learners know the vocabulary for numbers, some weather types, and some clothing items based on opening class routines, when day, date, weather and appropriate clothing for the weather are introduced.**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Language Level** | **Arabic FLEX Novice Low-Mid** | | **Grade** | **Middle School** | | **Date** |  | | **Day in Unit** | | **1** | **Minutes** | **45** |
| **Unit Theme, Topic and Question** | **Personal and Public Identities: Weather & Clothing/How do the weather and local customs influence what I wear?** | | | | | | | | | | | | |
| **Daily topic:** | **Where do you want to go? What do you want to visit?** | | | | | | | | | | | | |
| **STANDARDS** | **LESSON OBJECTIVES** | | | | | | | | | | | | |
| What are the communicative and cultural objectives for the lesson? | **Communication**  *and*  **Cultures** | *Which modes of communication will be addressed?* | | | **Learners can:**   * Locate and identify five cities on different continents on a world map (Melbourne, Cairo, Rio, London, Chicago) based on images of buildings, landscapes * Use weather maps to look for the weather conditions in specific cities * Describe the weather in cities using the words cold, hot, sunny, rainy, snowy and cloudy * Select a city they want to visit, and ask other classmates using the simple question, ‘and you?’ | | | | | | | | |
| * Interpersonal | | |
| * Interpretive | | |
| 🞏 Presentational | | |
| **If applicable,** indicate how Connections •Comparisons • Communities • Common Core will be part of your lesson. | **Connections** | Geography: Locate cities on a world map. | | | | | | | | | | | |
| **Comparisons** | Culture: Compare buildings, landscapes in different cities as clues to the identification of the city and country. | | | | | | | | | | | |
| **Communities** |  | | | | | | | | | | | |
| **Common Core** | Speaking and Listening: Integrate and evaluate content presented in diverse formats and media, including visually, and quantitatively, as well as in words. | | | | | | | | | | | |
| **Lesson Sequence** | **Activity/Activities**  What will learners do?  What does the teacher do? | | | | | | | **Time\***  How many minutes will this segment take? | | **Materials • Resources**  **• Technology**  Be specific. What materials will you develop? What materials will you bring in from other sources? | | | |
| **Gain Attention / Activate Prior Knowledge** | Teacher shows the learners images of various cities around the world (Cairo, Chicago, Rio, London, and Melbourne). Teacher asks learners to guess to what countries the images of these cities belong. Teacher gives the learners a list of seven countries to choose from. | | | | | | | 5 min. | | Images of the five cities around the world (Resource 1: <https://drive.google.com/open?id=0B9TpRc8-XztxcXJiTFFmb0w0V2M>)  List of seven countries | | | |
| **Provide Input** | Teacher and learners locate the cities on the world map.    Teacher projects an image of a weather world map that has the five cities and models how to describe the weather type in these places using the weather words **حار/hot, بارد/cold, مشمس /sunny, غائم/cloudy, ممطر/rainy, مثلج/ snowy**.  **It is \_\_\_\_\_\_ in Cairo. ­­­\_\_\_\_\_\_ القاهرة في الجو**  **It is \_\_\_\_\_\_\_ in London. \_\_\_\_\_\_ لندن في الجو**  **It is \_\_\_\_\_\_\_ in Chicago. \_\_\_\_\_\_ شيكاجو في الجو**  **It is \_\_\_\_ in Rio De Janeiro. \_\_\_\_\_ جينرو دي ريو في الجو**  **It is \_\_\_\_\_\_\_\_ in Melbourne. \_\_\_\_\_\_\_** **ملبورن في الجو**  NOTE: These sentences should be based on the weather map that is retrieved from the site on the day the lesson is taught. The weather type in the cities should be adjusted as needed. | | | | | | | 3 min.  10 min. | | <http://www.intellicast.com/Global/Temperature/Current.aspx?region=default>  World weather map  (Resource 2 World weather maps) | | | |
| **Elicit Performance / Provide Feedback** | Using the site <http://www.intellicast.com/Global/Temperature/Current.aspx>, teacher gives each group of learners a map of one region in the world to find places with weather types that match the vocabulary they learned (hot, cold, sunny, etc.). Learners use the weather symbols as well as the temperature to find those weather types on the maps given to them. Learners take turns asking “Where is it (e.g. hot, cold, sunny, cloudy, rainy, snowy?)” to a classmate. Classmates respond with the names of cities that have that weather. | | | | | | | 10 min. | | Weather maps of various regions in the world. | | | |
| **Provide Input** | Teacher introduces the statement:  I want to travel to\_\_\_\_\_\_\_, and you?  **.\_\_\_\_\_\_\_\_ إلى أسافر أن أريد**  **انتَ؟ و وانتِ؟** | | | | | | | 5 min. | |  | | | |
| **Elicit Performance / Provide Feedback** | Each learner gets a post- it on which they write their names, the name of the city they want to visit, and the weather there. Learners walk around in the class stating the city they want to visit and asking others which city they want to visit. Learners do this until they find someone else who wants to visit the same city they chose. They stick their posts-it on the line plot of the weather conditions drawn on the board.  Learners and teacher count in Arabic the number of people who selected each type of weather: “How many people picked cities where it is (sunny, etc.)? | | | | | | | 10 min. | | Post-it for each learner  Chart paper to create the plot graph. | | | |
| **Closure** | Learners complete the sentence frame (orally):  I want to travel to \_\_\_\_\_\_\_. I like \_\_\_\_\_weather.  **.\_\_\_\_\_\_\_\_ الجو أحب.\_\_\_\_\_\_\_\_ إلى أسافر أن أريد** | | | | | | | 2 min. | |  | | | |
| **Enhance Retention & Transfer** | Each learner chooses one city in an Arab country, and for the duration of the unit, the learners keep a log of the everyday weather and temperature for: the city they chose, a city in another continent, and for Chicago using <http://www.intellicast.com/> website. | | | | | | |  | | Weather log for each learner. | | | |
| **Reflection** **– Notes to Self**   * What worked well? Why? * What didn’t work? Why? * What changes would you make if you taught this lesson again? * ???? |  | | | | | | | | | | | | |

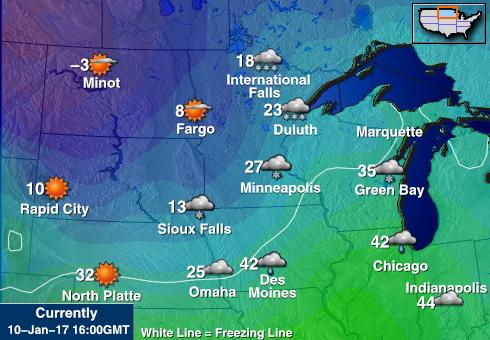
**Lesson 1 Resource 2 Weather Map**

<http://www.intellicast.com/Global/Temperature/Current.aspx?region=default>





PS: In this site, you can chose any specific region in the world and find a similar map with the weather icons and temperature. Every day the weather map changes to reflect the weather.



<http://www.intellicast.com/Global/Temperature/Current.aspx?region=ncusa>

Various regions in the world

